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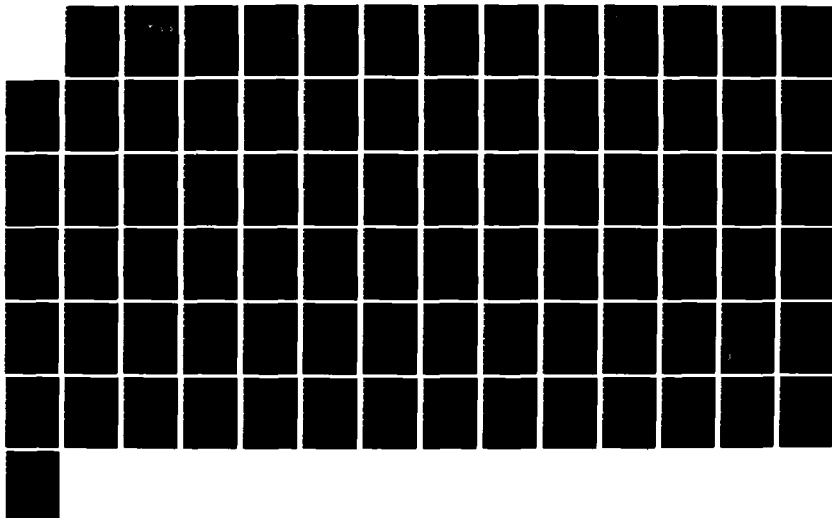
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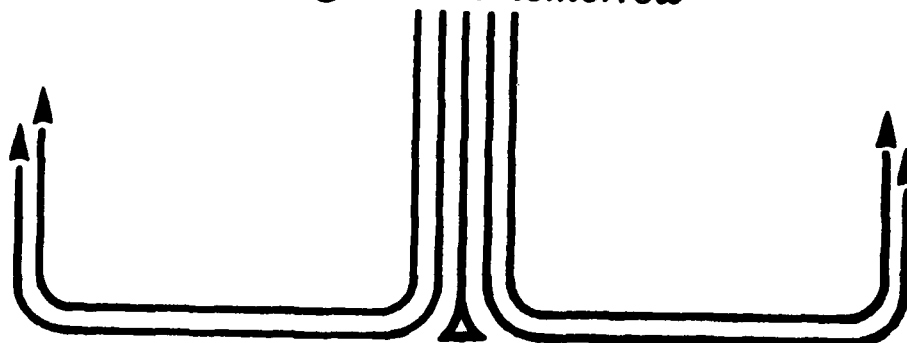
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## STUDENT REPORT JOB ATTITUDES OF AIR FORCE PERSONNEL IN EUROPE

MAJOR JANET K. McNELIS

86-1720

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**TITLE** JOB ATTITUDES OF AIR FORCE PERSONNEL IN EUROPE

**AUTHOR(S)** MAJOR JANET K. McNELIS, USAF

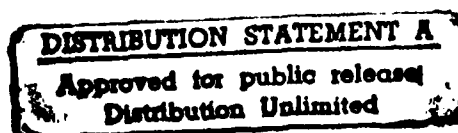
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Submitted to the faculty in partial fulfillment of  
requirements for graduation.

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## PREFACE

The Air Force Leadership and Management Development Center (LMDC), Maxwell AFB, Alabama, was established in 1975. The charter of LMDC made it the focal point for developing better leadership and management throughout the Air Force. To accomplish this mission, in part, the LMDC visited commanders and their units in the field upon request to provide a job enrichment consultation service and to assist in resolving management problems. To help LMDC determine problem areas within a unit, they developed the Organizational Assessment Package (OAP) survey. From 1978 to the present, LMDC used the OAP survey to collect a large data base from US Air Force bases throughout the world. While LMDC worked with each base providing leadership and management guidance, they had not analyzed the OAP data collectively for individual major air commands. With the planned discontinuance of LMDC's consultant service and removal of the computerized OAP data base in 1986, LMDC requested this study to investigate the job attitudes of Air Force personnel assigned in Europe. The study documents and analyzes significant job attitude differences between personnel assigned to the United States Air Forces in Europe (USAFE) and Air Force personnel assigned in the Continental United States. In addition to documenting these findings, the study also provides conclusions and recommendations to USAFE commanders and functional managers for resolving leadership and management weaknesses. The format of the paper is written under the guidelines of the American Psychological Association, as required by LMDC.



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## ABOUT THE AUTHOR

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Major Janet K. McNelis holds a bachelor's degree in secondary education with a major in mathematics. In 1973, she received her commission from Officer Training School and entered the computer resources career field. Her assignments entailed logistics programmer and analyst, MAJCOM computer staff officer, and branch chief for HQ TAC's Command and Control (WWMCCS) Computer Systems. For three years she was chief of the Cost and Management Analysis Branch for the 1st Tactical Reconnaissance Wing at RAF Alconbury. HQ USAFE chose Major McNelis as its Outstanding Cost and Management Analysis Officer for 1984. She is a 1978 graduate of Squadron Officer School and a 1986 graduate of Air Command and Staff College.



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## EXECUTIVE SUMMARY

Part of our College mission is distribution of the students' problem solving products to DoD sponsors and other interested agencies to enhance insight into contemporary, defense related issues. While the College has accepted this product as meeting academic requirements for graduation, the views and opinions expressed or implied are solely those of the author and should not be construed as carrying official sanction.

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**REPORT NUMBER** 86-1720

**AUTHOR(S)** MAJOR JANET K. McNELIS, USAF

**TITLE** JOB ATTITUDES OF AIR FORCE PERSONNEL IN EUROPE

I. Purpose: To report levels of job satisfaction and motivation in the United States Air Forces Europe (USAFE); to compare significant differences in job attitudes between USAFE personnel and Air Force personnel stationed in the United States (USAF-CONUS); and to provide USAFE commanders and functional managers recommendations to correct leadership and management weaknesses.

II. Background: With the advent of the All Volunteer Force concept in 1973, the Air Force knew it would have to recruit and retain quality personnel in direct competition with civilian employers. Behavioral science studies have pointed out that job satisfaction and motivation are primary reasons people will remain in, or try to be hired into a job. Good leadership and management are key factors influencing employees' job satisfaction and motivation. To provide leadership and management education for Air Force personnel, the Leadership and Management Development Center (LMDC) at Maxwell Air Force Base was formed. As part of its charter, LMDC offered a consultation service to commanders in the field to help them identify their units' leadership and management strengths and weaknesses. LMDC personnel have performed this service by collecting and analyzing data on job attitudes of unit personnel through the Organizational Assessment Package (OAP) survey. Presently, there exists in a cumulative computer data base, results for over 200,000 OAP surveys. LMDC has analyzed portions of these data for specific units but has not conducted any major studies on differences of job attitudes between

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individual major commands and the rest of the Air Force. Studies of this type could be useful to the MAJCOM commanders and functional managers so they can correct quality of life problems within their command, improve productivity, and ultimately retain more people in the Air Force. For these reasons, this study examines significant differences in job attitudes between USAFE personnel and USAF-CONUS personnel.

II. Procedures and Results: The following describes the steps taken to achieve the goals of the study:

1. The OAP survey results were examined in two sets of comparisons for analyzing the groups' responses. Cross-tabulation was used to provide a demographic picture and t-tests ( $\alpha = .05$ ) were conducted to identify where significant attitudinal differences exist between USAFE and USAF-CONUS personnel. For detailed comparisons, personnel were divided into separate categories: officers (1327 for USAFE, 10065 for CONUS); enlisted (13659 for USAFE, 42950 for CONUS); and civilian (791 for USAFE, 23307 for CONUS). Comparisons were made on 19 job attitude factors in the organizational areas of "The Work Itself," "Job Enrichment," "Work Group Process," and "Work Group Output."

2. Analysis of the demographic information did not reveal any extreme differences for officer and enlisted categories. However, the civilian category results indicated USAF-CONUS civilians have greater career intentions and more time than USAFE civilians in the areas of federal service, on station, in career field, and in present position.

3. Statistical analysis of the 19 OAP attitude factors revealed significant differences between USAFE and USAF-CONUS personnel in the four organizational areas. All three categories for USAFE were less positive than the USAF-CONUS about the quality of management and supervision. By personnel category, USAFE officers had a more positive attitude towards their jobs than USAF-CONUS officers while USAFE enlisted personnel responded less positively than their USAF-CONUS counterpart to 18 of 19 job attitude factors. Particularly low for both enlisted groups was the factor Job Autonomy. For civilians, the USAFE respondents were less positive than the USAF-CONUS respondents for eight significantly different factors.

IV. Conclusions: The statistical results of the OAP survey data indicated USAFE personnel felt their jobs were meaningful. However, these results did reveal significant job attitude differences when comparing each personnel

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category in USAFE to its counterpart in USAF-CONUS. The following conclusions are derived from these significant differences in job attitudes:

1. USAFE personnel desire more support and guidance to help them perform their responsibilities. All three personnel categories for USAFE expressed less positive views than USAF-CONUS toward the quality of management and supervision received.

2. USAFE does not provide enlisted personnel as good an environment for job satisfaction as the USAF-CONUS does.

3. USAFE civilians view their jobs as not requiring as much skill variety, personal talents, and task identity as the USAF-CONUS civilian respondents. One might conclude that the USAFE civilian respondents were over-qualified for their positions.

### V. Recommendations:

1. For USAFE officers: Recommend supervisors of officers meet more frequently with each officer individually to discuss job responsibilities and performance.

2. For USAFE enlisted members:

(a) Commanders and supervisors need to provide more skill variety and personal responsibility in the enlisted jobs;

(b) Supervisors should meet more often with each enlisted member to discuss job responsibilities and their performance; and

(c) Commanders, supervisors, and unit career advisors need to provide more career guidance.

3. For USAFE civilians, supervisors should:

(a) Review job descriptions more frequently with employees and explain to them expected work standards and procedures;

(b) In coordination with the Civilian Personnel Office, provide civilian employees more opportunity for job enrichment by revising their job descriptions to allow for more skill variety and task identity;

(c) Periodically review performance with the employees; and

(d) Provide direction and opportunities for career enhancement.

## Chapter One

### INTRODUCTION

During the past 12 years, the Air Force has done well in meeting manpower requirements under the All-Volunteer Force (AVF) concept (Goldich, 1982; Weinberger, 1984). Recruiting and retaining sufficient, quality people is important to the Air Force so it can effectively do its part in providing for the national security of the United States (Boren, 1980; Goldrich, 1982, Weinberger, 1984). With the advent of AVF and the goal to "do more with less," the Air Force has continually faced the problem of attracting qualified personnel in direct competition with civilian employers (Dirnberger, 1980). In dealing with the problem, the Air Force has aggressively looked for ways to increase the job satisfaction and motivation of its members. The purpose of the present paper is to report levels of job satisfaction and motivation in one of the Air Force's major commands, United States Air Forces Europe (USAFE), and to compare job attitudes of personnel in USAFE with those of Air Force personnel stationed in the United States (CONUS).

To help improve job satisfaction and motivation, the Air Force has been gathering and analyzing data on the job attitudes of its personnel since 1975. In April 1975, the Air Force Chief of Staff, General David C. Jones, established the Air Force Management Improvement Group for the purpose of determining how to improve Air Force life. The group developed and administered a survey centering on quality of life issues. Of the 38,000

active duty members surveyed (11% of the active force), 82% felt leadership and management were important and 71% rated Air Force leadership and management as average to poor (Mahr, 1982). These results spurred General Jones to establish the Leadership and Management Development Center (LMDC) at Air University, Maxwell AFB, Alabama. LMDC's charter was to provide leadership and management education for Air Force personnel. In addition, LMDC offered a consultation service to commanders in the field to help them identify their units' leadership/management strengths and weaknesses (Short, 1985). LMDC personnel have performed this service by collecting and analyzing data on job attitudes of unit personnel through the Organizational Assessment Package (OAP) survey.

The OAP looks at leadership and management from a situational point of view. That is, a leader's effectiveness depends on the environment in which he or she operates (Short, 1985). From the analysis of these data, LMDC can make recommendations to unit commanders and supervisors on ways to correct job "dissatisfiers" (Dirnberger, 1980). Presently, OAP results (over 200,000 survey administrations) are stored in a cumulative computer data base. Although LMDC has analyzed portions of these data for specific units, they have not conducted any major studies on differences of job attitudes between individual major commands (MAJCOMs) and the rest of the Air Force. Studies of this type could be useful to the MAJCOM commanders and functional managers so they can identify and correct quality of life problems within their commands, and ultimately retain more people in the Air Force. The present study examines significant differences in job attitudes between USAFE personnel and USAF-CONUS personnel. This research focuses on the following objectives:

1. To review past research and theory on job satisfaction and motivation and past OAP results;

2. To compare demographic and attitudinal results on the OAP for officers, enlisted personnel, and Air Force employed civilians in USAFE with results for the same categories of USAF-CONUS personnel;

3. To analyze significant attitudinal differences between USAFE personnel and USAF-CONUS personnel; and

4. To develop recommendations for USAFE leaders and functional managers.

The succeeding chapters in this report address each of these objectives. Chapter Two provides information from the literature review on basic theory and work attitudes of personnel in the Air Force. Included are hypotheses concerning differences between USAFE personnel and USAF-CONUS personnel. Chapter Three discusses the methods used for conducting the research. Chapter Four presents the results of the demographic and attitudinal comparisons between USAFE and USAF-CONUS personnel. Also included are the statistical results reporting significant differences between the USAFE and CONUS personnel. Significant differences are discussed and analyzed in Chapter Five. Finally, Chapter Six presents the conclusions drawn from the analysis, along with recommendations.



## Chapter Two

### LITERATURE REVIEW

"Job satisfaction is how an employee feels about his job" (Dunn & Stephens, 1972, p. 315). Civilian industry and business have researched this topic for many decades and available literature seems endless. However, until the advent of the All-Volunteer Force in 1973, the military did not examine job satisfaction/motivation theory to any great extent. Since then, through the efforts of the LMDC, the Air Force has made a concentrated effort in studying what makes people motivated and satisfied in their jobs.

One of the leading psychologists in researching the elements of job satisfaction and motivation is Frederick Herzberg. His analysis of the work situation and its influence on work behavior revealed certain job factors provide satisfaction and dissatisfaction. Those factors providing satisfaction are primarily achievement, recognition, challenging work, responsibility and advancement. Herzberg (1959) concluded that when these factors are present, a person will be motivated to perform well. On the other hand, factors causing dissatisfaction are company policy, supervision, pay, working conditions, and relations with others in the work place. However, Herzberg (1959) states that when these factors are attended to properly, they will cause minimal job dissatisfaction but will not create motivation.

Throughout his years of writing, Herzberg indicates that management deals with the dissatisfying factors and expects workers to respond with satisfaction and motivation. To create motivation in the majority of today's

workers, management must structure the work so that the worker wants to commit himself or herself and can personally grow (Pascarella, 1984).

Over the years, the views on sources of job satisfaction of workers have changed (Herzberg, 1979). From colonial times until World War II, the workforce was mostly immigrants who accepted inequality and hierarchical society. They saw the significance of their jobs through the products of their labor: bridges, railroads, and skyscrapers. They believed in hard work and thrift and felt that they were part of something great. After World War II, the workforce typified those who sought the security and good living standards provided by the big organization as illustrated in William H. Whyte's book, The Organization Man (Pascarella, 1984). This group did not often see their accomplishments but concerned themselves more with their careers and less with their family responsibilities. In the 1960s, women and minority groups entered the workforce looking for jobs to provide them personal significance.

All these types make up today's workforce (Yankelovich, 1979). However, nearly one-half do not respond to the old management practices and traditional incentives to work, such as pay, fear, and sense of duty. About one fourth of today's workforce is poorly educated and responds to job interest and not to the carrot and stick incentives. Also, traditional incentives do not work for the young college-educated workers known as the "middle managers." This group comprises one sixth of the workforce and wants responsibility, challenge, autonomy, informality, and something to be committed to.

From the early recession years of the 1980s to the present, people have been seeking employment with companies which have a reputation of providing self-fulfillment (Pascarella, 1984). These companies are matching work to

what people can do, and want to do, and are reaping the benefits of unleashed human potential. Throughout his book, Pascarella (1984) states over and over that leadership makes the difference in employee effectiveness, self-esteem and happiness. He concludes by offering managers a checklist to help them contribute to human development and create viable organizations in today's values environment.

In researching literature concerned with Air Force job satisfaction and motivation, the author reviewed three studies directly relevant to the topic of this study. One LMDC working paper (May, 1983) compared job attitudes between military personnel in USAFE and military personnel in USAF-CONUS. Another study compared the differences in job attitudes between the personnel of four Air Force Major Commands (Dirnberger, 1980). The third study compared job attitudes between Air Force personnel categories: officers, enlisted members, General Schedule (GS) civilians, and Wage Board civilians (Boren, 1980). In each study, comparative results were obtained from the Organizational Assessment Package (OAP) Survey data base.

May's (1983) working paper revealed that military personnel in USAFE were more positive than USAF-CONUS military personnel about their work and job characteristics. On the other hand, USAFE military personnel were significantly less positive about leadership and the work group process, and on four of the factors assessing work group output (Pride, Perceived Productivity, Job Related Satisfaction, and General Organization Climate).

Dirnberger (1980) identified significant differences in job motivation/satisfaction for personnel in four Air Force MAJCOMs and investigated the influence of demographic variables upon job-related attitudes. He found statistically significant differences between the MAJCOMs in all 23 job

related factors of the OAP. What was not expected was the consistency in command rankings. One command scored the highest in 20 of the 23 job factors measured by the OAP and second in the other three. Similarly, another command's score was the lowest or second lowest in every factor except one. These findings indicated that within each MAJCOM, job attitudes tended to go in a single direction.

In analyzing the responses to the 18 demographic variables, Dirnberger (1980) also found significant differences among the commands and concluded there could be a relationship between the command demographics and job attitudes. From these results, he made three recommendations: (a) Expand the OAP data base to include all Air Force commands, (b) LMDC periodically report to the MAJCOMs on current differences in job attitudes among commands, and (c) MAJCOMs and Air Force personnel managers use the updated information as a baseline for performing studies within their command to determine and correct job "dissatisfiers."

Using a different subpopulation of the OAP data base, Boren (1980) measured and compared five job enrichment factors among officers, enlisted members, GS-civilians and Wage Board civilians. These factors were Skill Variety, Task Identity, Task Significance, Job Feedback, and Task Autonomy. The intent of this study was twofold: (a) to determine if the job satisfaction of Air Force members could offer a solution to recruitment and retention, and (b) to assist the LMDC in determining which personnel categories required job enrichment programs. To measure significant differences between these personnel categories in job enrichment and job satisfaction, the Motivating Potential Score (MPS) was used (Hackman, Oldham, Janson, & Purdy, 1975). Comparisons of the MPS showed significant differences between

personnel categories for all job factors. The group with the highest job satisfaction was Wage Board civilians, followed by GS-civilians, officers and enlisted members. Enlisted members had significantly lower scores for all five job factors with the widest spread occurring in Skill Variety and Job Autonomy. Study conclusions indicated that job satisfaction among civilians and officers was high enough to be an incentive in recruitment and retention. However, the negative results for enlisted personnel in Skill Variety and Job Autonomy showed a need for commanders and supervisors to make a concentrated effort in improving these areas. Without improvement, job satisfaction among enlisted members would not be a strong incentive in recruitment and retention.

As stated in Chapter One, the purpose of this study is to determine if significant differences exist between the job attitudes of personnel in USAFE and those of personnel in USAF-CONUS. All three recent studies reviewed in this chapter found significant differences in job attitudes, whether between personnel categories, MAJCOMs, or specifically, between the military personnel in USAFE and the military in USAF-CONUS. Based upon these recent studies, the author expects to find significant differences in job attitudes between USAFE and the USAF-CONUS personnel. The method used to evaluate these hypotheses is described in the next chapter.

## Chapter Three

### METHOD

#### Instrumentation

Since 1978, use of the OAP survey has supported LMDC mission objectives. LMDC has used the survey to analyze and determine the strengths and weaknesses of Air Force organizations and to provide feedback to the Professional Military Education schools. With the help of the Air Force Human Resources Laboratory, LMDC designed the OAP survey based on Hendrix's (1976) "Three Component Leadership Effectiveness Model." This model asserts that effective leadership behavior depends on three interdependent components: the leader, the follower, and the situation.

To measure these three interdependent components, the OAP survey consists of a computer scored response sheet and 109-item booklet (Short, 1985). The respondents rate each question on a scale of 1 (generally, strong disagreement or dissatisfaction) to 7 (generally, strong agreement or satisfaction). Similar to the indicators chosen by Hendrix to measure the above components, the survey is divided into seven sections. The first section, BACKGROUND INFORMATION SECTION, consists of 16 demographic items. In the second section, JOB INVENTORY, 34 items measure 15 factors related to the respondent's job. These factors measure skill variety, performance goals, pride, etc. The third section, JOB DESIRES, allows respondents to indicate how important job enrichment is to them. The fourth section, SUPERVISION, consists of 19 items and allows the respondent to rate his or her supervisor's leadership/

management characteristics. WORK GROUP PRODUCTIVITY is the fifth section, containing five items. It measures the respondent's perception of his or her work group's ability to produce high quality and quantity work. The sixth section, ORGANIZATION CLIMATE, contains 19 items dealing with the respondent's opinion of his or her assigned organization. The last section, JOB RELATED SATISFACTION consists of nine items providing the respondent's opinion on job issues such as job security, on-the-job training, work schedule, family attitudes, etc.

In the second through seventh sections, the items are grouped to form 25 factors. These factors measure four aspects of a work group: input, process, output and job enrichment. Details of these aspects are in the LMDC's "OAP Survey-Factors and Variables" handout (Appendix C).

Reliability of the OAP survey has been studied and confirmed. During the development phase of the OAP, Hendrix and Halverson (1978a, 1979b) documented the factor analysis results. In 1981, Short and Hamilton analyzed the factor by factor reliability of the survey. They used two methods, test-retest for stability and Cronbach's coefficient alpha for internal consistency. Results of these tests showed the OAP factors were reliable enough to collect Air Force systemic data (Short and Hamilton, 1981). Hightower and Short (1982) examined the survey again after two years of use and validated it as a suitable data gathering instrument.

#### Data Collection

All data for the present report were gathered in conjunction with LMDC management consultant visits. Six steps comprise the LMDC management consultation process (LMDC, 1983). The process begins when LMDC is formally invited to an organization by the major unit commander or agency head. The

initial visit to an organization allows LMDC to clarify the process to the unit commander, staff, and unit project officer. Within one month, the LMDC consulting team returns to the organization to administer the OAP survey in group sessions and to conduct personal interviews. When administering the survey, the LMDC team explains to the group: (a) the survey purpose, (b) only LMDC will handle the survey answers, (c) anonymity is given to all respondents, and (d) all personnel are given the opportunity to complete the survey.

After about two months for analysis, the consultants return to the organization to brief their findings to commanders and supervisors. The findings are confidential between LMDC and the commander/supervisors and emphasize strengths and weaknesses in leadership/management. Where problems exist, the consultants help individual supervisors develop a plan to resolve them. Also, they may conduct workshops and seminars as required. LMDC consultants conduct a follow-up visit four to six months after the previous visit. At this time, the OAP survey is administered again, interviews are conducted with selected managers, and management indicators are collected. After these data are analyzed and evaluated, LMDC prepares a final report comparing the results of the pre- and post-OAP survey. Again this report is confidential between the LMDC and the commander.

The data collected from the pre- and post-OAP surveys are stored on two computer files: a history file and a current "active" file. The history file contains data collected through 30 September 1981 and the current file stores data since 1 October 1981. Each file record includes the 16 demographic survey items plus additional demographic items requested on the survey response sheet. These additional items are work group code, personnel



category and pay grade, age, sex, Air Force Specialty Code, base, and major command. Depending on the research, either or both files may be used. For this study only the data from the "active" file of pre-intervention OAP administrations are used and the time range is 1 October 1981 to 16 September 1985.

### Subjects

The subjects compared in this study were Air Force personnel assigned to USAFE and Air Force personnel stationed in the CONUS. For detailed comparisons, the subjects were further divided into personnel categories: officers, enlisted members, and civilians. Table 1 provides sample sizes of the comparison groups.

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Table 1

Sample Sizes of Comparison Groups

	<u>Officers</u>	<u>Enlisted</u>	<u>Civilians</u>	<u>Total</u>
USAFE	1327	13659	791	15777
USAF-CONUS	10065	42980	23307	76352

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### Procedures

Two separate sets of comparisons were employed to analyze the groups' responses. The first comparison was only concerned with demographics, to reveal the characteristics common or different between the personnel of USAFE and USAF-CONUS. The second comparison analyzed the statistical differences for each job attitude factor between USAFE and USAF-CONUS, by personnel category. The SPSS<sup>X</sup> User's Guide (1983) provided the appropriate procedures for performing the statistical tests: Crosstabs for demographics and

t-test for job factors. Two-tailed t-tests indicate the attitudinal differences between groups within each personnel category. The statistical significance level for all t-tests was  $\alpha = .05$  (i.e., the 95% statistical confidence level). F-tests were used to test the assumption of equal variances. When indicated appropriate by the F-test, t-tests for unequal variance groups were used.

The organizational areas compared are detailed in the LMDC's handout, "OAP Survey--Factors and Variables" (Appendix C). The following summarizes these areas:

1. Work Itself: This area looks at the task properties (technologies) and environmental conditions of the job. Four factors measure perceptions of task characteristics.
2. Job Enrichment: Six job factors measure how significant the respondent perceives his or her job to be.
3. Work Group Process: Four factors measure the leadership/management effectiveness within the work group.
4. Work Group Output: Five factors measure the task performance, group development and effects on group members; also assesses how the respondent feels about his or her job overall.

In summary, this chapter describes the methodology used for conducting the present research. The OAP survey was the instrument used for gathering the data on the different personnel categories in USAFE and USAF-CONUS. Cross-tabulation was used to provide a demographic picture of Air Force personnel in this study, and t-tests were conducted to identify where significant attitudinal differences exist between USAFE and USAF-CONUS personnel. The results from these analyses are presented in Chapter Four.

## Chapter Four

### RESULTS

This chapter presents the results of the analyses of OAP surveys administered to Air Force officers, enlisted members, and civilians in Europe and in the CONUS. Results are divided into two sections: "Analysis of Demographic Information" and "Comparison of Job Attitudes Between USAFE and USAF-CONUS Personnel."

#### Analysis of Demographic Information

Tables A-1 through A-21, Appendix A, show the demographic information for USAFE and USAF-CONUS personnel who responded to the OAP Survey. The following summary highlights and compares demographic differences between USAFE and USAF-CONUS by personnel category (officers, enlisted and civilian).

The typical officer respondent, both in USAFE and USAF-CONUS, has less than 13 years in service, has 12 to 36 months at present duty station, has more than 36 months in present career field and has less than 12 months in his or her present position. Both groups of officers are more than 88% white. The majority are married with 35% of the USAFE officers' spouses employed, compared to 46% of the CONUS officers' spouses. More than half of the officers possess only a bachelor's degree. Over 65% of the USAFE officers have supervisory responsibilities compared to 56% of the CONUS officers. In addition, the largest proportion of those who supervise directly supervise four or more people (42% for USAFE, 36% for CONUS). Forty-six percent of

USAFE officers do not write performance reports, compared to 53% of the CONUS officers. Over 72% in each group indicate they either will, or likely will, make the Air Force a career.

More than 62% of both the USAFE and USAF-CONUS enlisted respondents have 8 years or less service. Between 55% and 60% have more than 36 months in their career fields. More than 82% have been in their present position more than 6 months. In USAFE and CONUS, over 70% of the enlisted respondents are white, between 15% and 17% are black, and 5% to 7% are Hispanic. Over 58% of USAFE's enlisted respondents are married, about 5% less than CONUS. More than 46% of the USAFE enlisted spouses work outside the home, compared to 57% of the CONUS enlisted spouses. In both groups, 99% have a high school education or higher. Approximately 40% of the enlisted respondents in USAFE and the CONUS have supervisory responsibilities but only about 35% prepare performance reports. Thirty-two percent of USAFE enlisted respondents indicate their supervisors do not write their performance report or are not sure who does, about 3% more than CONUS enlisted respondents. Survey results indicate that almost one third of USAFE's enlisted respondents work rotating shifts or irregular schedules. For CONUS enlisted respondents, the results show about one fifth working rotating or irregular schedules. For both groups, career intentions are similar: over 50% will either definitely or most likely make the Air Force a career.

More than 50% of the USAFE civilian respondents have 8 years or more federal service. In comparison, the USAF-CONUS civilians show over 68% for the same time. For USAFE civilian respondents, 68% have more than 18 months at their present duty stations, compared to 80% for CONUS civilian respondents. For USAF civilian respondents, over 60% have more than 18 months at

their present duty stations and in their career fields, compared to 80% for CONUS civilian respondents. However, the majority of USAFE civilian respondents have been in their positions less than 18 months, which is the reverse for the CONUS civilian respondents. More than 62% of the civilian respondents in USAFE are white compared to about 69% in the CONUS. The percentages of married civilian respondents in USAFE and CONUS are 83% and 74%, respectively. In USAFE, 64% of the civilians are married to military members as compared to 8% in the CONUS. Educationally, the typical civilian respondent in USAFE and the CONUS has a high school diploma but has less than two years of college. Approximately two thirds of the civilians in both groups are not supervisors. In USAFE, over 58% of the civilian respondents either plan, or are likely, to make Civil Service a career. Over 75% of CONUS civilian respondents indicate the same career intentions.

#### Attitudinal Comparison of USAFE Personnel to USAF CONUS Personnel

Statistical analysis of the 19 OAP factors confirmed the author's expectations that significant differences exist between USAFE and USAF-CONUS personnel on the nature of The Work Itself, Job Enrichment, Work Group Process, and the Work Group Output. The tables in Appendix B show the results of these comparisons. Unless stated otherwise, the higher value mean, on a scale ranging from 1 to 7, represents a more positive response.

#### USAFE Officers vs USAF-CONUS Officers

On 13 of the 19 OAP factors, USAFE officer respondents were significantly different from officer respondents in the CONUS. USAFE officers expressed more positive views than USAF CONUS officers on 10 of these 13 factors (see Table B-1, Appendix B). Three of these five factors came under The Work

Itself aspect of the work group assessment model. They were Job Performance Goals, Task Characteristics, and Task Autonomy. Under the Job Enrichment portion of the model, five of the six were significantly different and showed USAFE officers with more positive views. The other two factors were from the Work Group Output portion of the model and were Pride and Advancement/Recognition. The USAF-CONUS officers were more positive toward the Work Support and Management and Supervision factors of the Work Group Process portion of the model. They were also more positive toward the Perceived Productivity factor under the Work Group Output aspect of the model. These positive results did not occur in the enlisted and civilian personnel categories.

#### USAFE Enlisted vs USAF-CONUS Enlisted

Eighteen of the 19 job attitude factors showed significant differences between USAFE enlisted respondents and USAF-CONUS enlisted respondents; USAFE enlisted responses were lower for all of these factors (see Table B-2, Appendix B).

#### USAFE Civilians vs USAF-CONUS Civilians

Eight of the 19 factors showed significant differences in job attitudes between USAFE civilian respondents and USAF-CONUS civilian respondents. USAFE civilians were lower than the CONUS civilians for all eight factors. The factors were Task Characteristics under the Work Itself area; Skill Variety and Task Identity of the Job Enrichment area; Work Support, Management and Supervision, and Supervisory Communications Climate factors of the Work Group Process area; and the Pride and Perceived Productivity factors of the Work Group Output area.

### Summary

Results of comparisons on the 19 factors within each category clearly show there are significant differences in job attitudes between USAFE and CONUS personnel. Table 2 provides a summary of the mean values of the significantly different factors. These differences are discussed and interpreted in Chapter Five.

Table 2

Mean Values of Significantly Different Factors

<u>AREA/Factor</u>		<u>Officer</u>	<u>Enlisted</u>	<u>Civilian</u>
<u>THE WORK ITSELF</u>				
Job Performance Goals	USAFE	4.78	4.71	----
	CONUS	4.70	4.75	----
Task Characteristics	USAFE	5.52	5.00	5.19
	CONUS	5.31	5.05	5.31
Task Autonomy	USAFE	----	3.71	----
	CONUS	----	3.89	----
Job Related Training	USAFE	----	4.32	----
	CONUS	----	4.55	----
<u>JOB ENRICHMENT</u>				
Skill Variety	USAFE	5.69	4.56	4.65
	CONUS	5.40	4.61	5.00
Task Identity	USAFE	5.29	5.02	5.25
	CONUS	5.21	5.07	5.71
Task Significance	USAFE	6.03	----	----
	CONUS	5.74	----	----
Job Feedback	USAFE	5.02	4.68	----
	CONUS	4.86	4.79	----
Need For Enrichment	USAFE	----	5.43	----
	CONUS	----	5.48	----
Job Motivation Index	USAFE	132.24	94.39	126.01
	CONUS	125.27	103.02	130.94

WORK GROUP PROCESS

Work Support	USAFE	4.23	4.35	4.49
	CONUS	4.61	4.59	4.67
Management/Supervision	USAFE	5.24	4.78	4.78
	CONUS	5.33	4.96	4.98
Supvy Comm Climate	USAFE	----	4.36	4.44
	CONUS	----	4.60	4.57
Orgnl Comm Climate	USAFE	----	4.22	----
	CONUS	----	4.46	----

WORK GROUP OUTPUT

Pride	USAFE	5.68	4.78	5.24
	CONUS	5.43	4.96	5.42
Advancement/Recog	USAFE	4.69	4.22	----
	CONUS	4.54	4.28	----
Perceived Productivity	USAFE	5.33	5.37	5.50
	CONUS	5.37	5.51	5.64
Job Related Sat	USAFE	----	4.79	----
	CONUS	----	5.03	----
General Orgnl Climate	USAFE	----	4.19	----
	CONUS	----	4.52	----



## Chapter Five

### DISCUSSION

The primary purpose of this study is to report levels of job attitudes in USAFE and to compare job attitudes of personnel in USAFE with those of Air Force personnel in the CONUS. As the results obtained from the OAP survey indicate, there are significant differences in job attitudes between these two groups of personnel. This chapter discusses and analyzes these differences.

#### Attitudinal Comparison of USAFE Personnel to USAF-CONUS Personnel

As stated in Chapter Four, each personnel category showed measurable significant differences between USAFE and USAF-CONUS personnel in the job attitude factors. From this information, we can conclude that USAFE personnel have different job perceptions than CONUS personnel. For the three personnel categories, only two factors showed a mean value below 4, the neutral point, reflecting a negative attitude. These two factors were Job Autonomy for enlisted personnel and Advancement/Recognition for civilians. Since the remaining 17 factors have mean values above 4 (see Appendix B) for both USAFE and CONUS personnel, one can also conclude that for each personnel category, job attitudes are generally on the positive side. The following sections discuss the significant differences in job attitudes between USAFE and USAF-CONUS personnel for each personnel category.

### USAFE Officers versus USAF-CONUS Officers

USAFE officer respondents expressed more positive views than CONUS officer respondents on 10 of the 13 significantly different factors. A possible explanation for these results is eight of the nine USAFE bases surveyed were wing level bases where the majority of the officers are in supervisory roles, 65% for USAFE compared to 57% for CONUS. Normally officers in supervisory roles have had some prior experience in the area they are charged with, have a clearer understanding of what they are to achieve, feel challenged, and have the freedom to do the job as they see fit. In the area of the Work Itself, results of the factors Job Performance Goals and Task Autonomy showed USAFE officer respondents being significantly more positive. Likewise, Task Characteristics showed the USAFE officer respondents being significantly more positive. The differences on these factors indicate that USAFE officers view their jobs as having more variety and significance. An officer in USAFE is working in an area that is on the "doorstep" of our nation's greatest security threat, the Soviet Union. In addition to the day to day supervisory tasks, an officer in USAFE has wartime responsibilities that are routinely challenged during NATO readiness exercises. This aspect may cause an officer in USAFE to view his or her job as having more variety, significance, and challenge than an officer in the CONUS.

In the area of Job Enrichment, results indicate that the USAFE officer respondents find their jobs more enriching. USAFE officer respondents were significantly more positive on three of the five Job Enrichment factors: Skill Variety, Task Significance, and Job Feedback. Reasons for USAFE officer respondents indicating more positive views may be similar to those expressed for the significantly different factors in the Work Itself area.

With the majority of the USAFE officer respondents in supervisory positions and performing a variety of tasks and skills, they perceive their jobs as important and appear to be more motivated than the CONUS officer respondents. This reasoning supports Herzberg's conclusions (1959) that a person who is given responsibility and challenging work will be motivated to perform well.

While USAFE officer respondents' views were more positive than those of CONUS officer respondents in the areas of the Work Itself and Job Enrichment, their views in the area of Work Group Process were less positive than the CONUS views. USAFE officer respondents, showing a less positive attitude for the Work Support factor than CONUS respondents, indicated that their job performance was hindered more by possible interferences such as additional duties, inadequate supplies and equipment, and inadequate work space. Since more of the respondents were from wing-level bases, there are fewer officers assigned than at a headquarters base which means each officer usually assumed more additional duties than those officers at headquarters. Acquiring adequate supplies in Europe can be delayed if the source is the United States. Also, the availability of work space could be limited due to the type or lack of facilities which may either remain from WWII days or be left-over from the host country's former military installation.

Between USAFE and CONUS respondents, the Management and Supervision factor showed a significant difference. Compared to the officer respondents in the CONUS, USAFE officer respondents viewed their supervisors as not having as high supervisory abilities. A possible explanation for this view is the large span of responsibility (peace and wartime) placed on the senior managers does not allow time for quality supervision.

Although the USAFE officer respondents viewed the factors in the area

Work Group Process less positively than the CONUS officer respondents, they were more positive in the Work Group Output area. USAFE officers responded more positively for the factors Pride and Advancement/Recognition. Again, possible reasons for these results are the supervisory opportunities and the skill variety the USAFE officers experience in their jobs.

#### USAFE Enlisted versus USAF-CONUS Enlisted

Results of the job attitude factor comparisons between USAFE and CONUS enlisted respondents showed a significant difference for 18 of the 19 job attitude factors. USAFE enlisted respondents viewed their job satisfaction less positively than the CONUS enlisted respondents for all 18 factors.

In the area of the Work Itself, USAFE enlisted respondents indicated lower satisfaction with their on-the-job training and technical training. They also rated their jobs as less challenging and significant compared to CONUS enlisted respondents. For the factor Job Autonomy, the mean scores for both groups were below the neutral point (4) with the USAFE respondents (3.71) viewing it more negatively than the CONUS respondents (3.89). These low results are similar to Boren's (1980) and indicate the enlisted respondents do not have the freedom to schedule, to make decisions about, and to determine the means for accomplishing their work. The reason for this negative score may be that more than 62% of both the USAFE and USAF-CONUS enlisted respondents have less than 8 years service and are not in high supervisory ranks. When enlisted members hold higher ranks they generally experience more job autonomy.

Likewise, from the results of the Job Enrichment factors, USAFE enlisted respondents did not feel their jobs provided them as much personal growth, skill variety, and feedback as the CONUS enlisted respondents felt

their jobs provided. Since the respondents were mostly junior in rank, they may have routine jobs such as processing travel orders or standing guard at the base entrance. They are not tasked to use a number of skills and talents, which prevents them from gaining any sense of personal growth and satisfaction from their jobs. As is indicated by Herzberg (1959) and Yankelovich (1979), this lack of challenging work and feedback lowers job satisfaction in today's workforce.

USAFE enlisted respondents also indicated lower job attitudes than CONUS enlisted respondents in the areas of Work Group Process and Work Group Output. This indicated their work performance was hindered, possibly by details or inadequate supplies, which could cause them to have to work longer and more irregular hours. They also indicated less positive views on the quality of their supervisors' abilities to provide good work procedures and support. Reasons for these views could be that almost 50% of the USAFE enlisted respondents worked other than day shift with one third working rotating or irregular schedules. This contrasts with the CONUS enlisted respondents, whose responses indicated only 36% worked other than day shift with one fifth working rotating or irregular shifts. These conditions could cause the employees to have ineffective communication with their supervisors and their organizations.

The lack of effective supervision and management and communication by the employee's supervisor and organization definitely affects the employee's job satisfaction (Pascarella, 1984). Results of the factors contained in the Work Group Output area support this fact. Compared to CONUS enlisted respondents, USAFE enlisted respondents showed they had less pride in their jobs, possibly due to the lack of skill variety and job autonomy. They also

rated their work group's productivity lower than did the CONUS enlisted respondents. Results of the USAFE enlisted responses to the Job Related Satisfaction factor indicated the factors surrounding their job caused them to have less job satisfaction than the CONUS enlisted respondents. Possible reasons for this result may include: the enlisted respondent's family having had difficulty settling in a foreign country; having to work irregular schedules; and not having the chance to acquire valuable skills from his or her job for future opportunities. From the information given above, it is not surprising that USAFE enlisted respondents rate their general organizational environment lower than their CONUS counterparts do.

#### USAFE Civilians versus USAF-CONUS Civilians

USAFE civilian respondents expressed less positive views than CONUS civilian respondents on all eight significantly different job attitude factors. In the area of Work Itself, only the factor, Task Characteristics, was significantly different between USAFE and CONUS civilian respondents. From this information, it is evident that USAFE civilians feel their jobs do not provide them with as much opportunity to use a variety of skills and personal talents as the CONUS civilians feel their jobs provide. Civil Service jobs are strictly controlled by job descriptions which determine the grade structure. Generally, in overseas locations such as USAFE, there are few high ranking civilian jobs which require specialized skills, education, and personal talents. Most USAFE civilian respondents are married to military members (64%) and fill low ranking administrative jobs consisting of routine tasks that do not require specialized Air Force training or higher education. These low ranking positions may account for the significant differences on the Skill Variety and Task Identity factors in the area of Job Enrichment.

Generally, with lower ranking positions there is not the opportunity for the worker to have a job that requires completion of a "whole" and identifiable piece of work from beginning to end. By not having jobs that require as much variety of skills and personal talents, and which have low task identity, people will not view their jobs as being as significant and will have less job satisfaction.

In the area of Work Group Process, USAFE and CONUS civilian respondents showed significant differences in three of the four measured factors. For the factor Work Support, barriers that could possibly hinder USAFE civilian respondents from performing their jobs are inadequate supplies/equipment. As indicated in the officers section of this chapter, USAFE respondents may view this factor more negatively than CONUS respondents because of delays in supply shipments from the U.S. Since the factor, Management and Supervision, showed significantly more negative attitudes for USAFE officer and enlisted respondents, it is not surprising that the same results occurred for the civilian respondents. Results from the USAFE civilian respondents indicate that they do not feel their supervisors provide them with as good work procedures, support, and guidance, when compared to CONUS civilian respondents. This reasoning overlaps with the explanation for USAFE civilian respondents' less positive rating on the factor Supervisory Communications Climate. The results indicate that the USAFE respondents do not have as good rapport with their supervisors as the CONUS civilian respondents do. This does not provide a good working environment for performance recognition and opportunities and encouragement for job improvement and satisfaction. As indicated by Pascarella (1984), good communication between employer and employee is vital to the company's success as well as to enhance the job satisfaction of the employee.

The negative views of the factors discussed in the previous areas may impact the USAFE civilian respondents' views of the factors in the area of Work Group Output. Two of the factors showing a significant difference between the USAFE and CONUS civilian respondents were Pride and Perceived Productivity. USAFE civilian respondents were less positive than the CONUS civilian respondents for both factors. These results indicate they viewed their jobs with less pride, perhaps due to their jobs not requiring a variety of skills and personal talents. Also, they felt less optimistic in their work group's ability to efficiently generate the necessary quality and quantity of work. This may stem from their less positive views of Management and Supervision and Supervisory Communications Climate.

#### Summary

As stated in the beginning of this chapter, 17 of the 19 factors measuring job attitudes between USAFE and CONUS personnel respondents were above the neutral point of 4. This indicated that the three personnel categories, on the whole, appear to find their jobs meaningful. However, USAFE enlisted and civilian respondents were overall less positive in their views than the CONUS enlisted and civilian respondents. The following chapter provides recommendations to improve the job satisfaction of these groups.



## Chapter Six

### CONCLUSIONS AND RECOMMENDATIONS

As the statistical results (mean values) of the OAP survey data show, Air Force personnel assigned in USAFE feel their jobs are meaningful. However, these same results revealed significant job attitude differences when comparing each personnel category in USAFE to the corresponding categories in the CONUS. This chapter presents conclusions and recommendations from the survey results, discussed separately by the personnel categories of officers, enlisted and civilians.

#### Officer Personnel Category

USAFE officer respondents were overall more positive in their job attitudes than CONUS officers. But results indicated they were less positive than CONUS officer respondents toward the quality of management and supervision received. Therefore, USAFE officers may desire more support and guidance to help them perform their responsibilities.

Recommend supervisors of officers in USAFE meet more frequently with each officer individually to discuss job responsibilities and performance.

#### Enlisted Personnel Category

Job attitudes of the USAFE enlisted respondents were less positive than CONUS enlisted respondents for all areas measured. Overall, these results indicated the USAFE enlisted respondents have lower satisfaction on the

various job related attitudes than CONUS enlisted respondents. The lower scores for the USAFE enlisted respondents in the areas of Work Itself and Job Enrichment showed they viewed their jobs as having less challenge and use of their skills and personal talents. For the factor Job Autonomy, both groups of respondents averaged less than the neutral point (4) with USAFE having the lower score. This revealed both groups felt they had little responsibility in deciding how to accomplish their jobs. From these results, one can conclude the USAFE enlisted respondents had less personal growth, responsibility, and challenge in their jobs.

Similar results came from the other two areas, Work Group Process and Work Group Output. The USAFE enlisted respondents felt more negative than their CONUS counterparts about the quality of management and supervision and the amount of communication they had with their supervisors and their organizations. Like the USAFE officers, these results indicated USAFE enlisted also desire more support and guidance in their job performance as well as more recognition and guidance in seeking advancement.

Concurrently, USAFE enlisted respondents viewed their jobs with less pride than CONUS enlisted respondents. One can conclude USAFE is not providing enlisted personnel as good an environment for job satisfaction as the CONUS provides for enlisted personnel. For commanders and supervisors of USAFE enlisted personnel, recommend the following:

1. Provide enlisted members with more skill variety and personal responsibility in their jobs.
2. Meet more often with each enlisted member to discuss job responsibilities and their performance.
3. Provide more career guidance.

### Civilian Personnel Category

USAFE civilians were less positive overall in their job attitudes for all eight significantly different factors. They viewed their jobs as not requiring as much skill variety, personal talents and task identity compared to the perceptions of CONUS civilian respondents. Since civilian jobs are rank structured according to job descriptions, one might conclude these respondents were over-qualified for their positions.

Like the USAFE enlisted respondents, the USAFE civilian respondents felt less positive than the CONUS civilian respondents about the quality of leadership received. From these results, one can conclude that USAFE civilian respondents did not feel their supervisors provided as clear job guidance and as suitable a working environment for good employer/employee communication. As indicated in Chapter Five, these negative views possibly caused the USAFE civilian respondents' attitudes to be less positive than the CONUS civilian respondents' attitudes towards job pride and productivity.

Recommend supervisors of USAFE civilians do the following:

1. Review job descriptions more frequently with employees and explain to them expected work standards and procedures.
2. In coordination with the Civilian Personnel Office, provide civilian employees more opportunity for job enrichment by revising their job descriptions to allow for more skill variety and task identity.
3. Periodically review performance with the employees.
4. Provide direction and opportunities for career enhancement.

The author hopes these recommendations will help USAFE commanders and supervisors improve the job attitudes of their personnel. Job satisfaction is important to the continued success of the Air Force All Volunteer Force program.

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## APPENDIX

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### APPENDIX A

#### Demographic Information

Table A-1

## Number of Respondents by Personnel Category

	USAFE (n) 15777	CONUS (n) 76352
Officer	1327	10065
Enlisted	13659	42980
Civilians	791	23307

Table A-2

## Sex by Personnel Category

	USAFE		CONUS	
	Male (%)	Female (%)	Male (%)	Female (%)
<u>n</u> =	13421	2321	60857	15223
Officer	8.4	8.5	14.5	8.1
Enlisted	89.7	68.8	62.2	33.3
Civilians	1.9	22.7	23.4	58.6

Table A-3

## Age by Personnel Category

	USAFE			CONUS		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
<u>n</u> =	1327	13658	787	10065	42976	23305
17 to 20 Yrs	0.0	14.5	6.4	0.0	14.3	1.0
21 to 25 Yrs	10.2	41.2	18.0	13.7	36.1	5.8
26 to 30 Yrs	30.5	20.3	15.8	27.3	19.0	10.3
31 to 35 Yrs	25.7	12.9	15.2	22.5	14.3	14.1
36 to 40 Yrs	20.4	7.9	13.2	19.1	10.8	14.0
41 to 45 Yrs	8.3	2.3	9.9	11.6	3.3	12.7
46 to 50 Yrs	2.5	0.4	7.1	3.8	0.9	14.6
> 50 Years	2.4	0.4	14.4	2.0	0.7	27.6

Table A-4

## Time in Air Force

	<u>n</u> = 1326	USAFE			CONUS		
		Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
			13618	461	10045	42869	21104
> 1 Yr	0.8	5.9	9.3	4.0	7.5	4.9	
1 to 2 Yrs	3.2	11.6	9.8	6.1	15.5	7.7	
2 to 3 Yrs	7.5	15.4	6.9	7.8	11.5	4.9	
3 to 4 Yrs	9.9	12.0	7.2	6.9	10.9	4.7	
4 to 8 Yrs	26.5	21.8	15.2	20.4	17.7	11.8	
8 to 12 Yrs	17.6	13.4	13.2	15.6	12.4	12.3	
< 12 Yrs	34.4	20.0	38.4	39.2	25.5	56.6	

Table A-5

## Months in Present Career Field

	<u>n</u> =	USAFE			CONUS		
		Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
		1321	13591	695	9803	12651	22020
6 Mos	2.7	3.6	13.1	5.7	5.5	5.3	
6 to 12 Mos	4.3	6.4	15.7	8.4	9.0	7.0	
12 to 18 Mos	6.3	6.9	9.5	8.2	9.2	5.8	
18 to 36 Mos	20.5	22.6	18.6	21.9	20.7	13.2	
> 36 Mos	66.2	60.5	43.2	55.8	55.6	68.7	



Table A-6

## Months at Present Station

	USAFEL			CONUS		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
<u>n</u> = 1321	13597	757	9847	42685	22026	
< 6 Mos	17.1	15.0	6.3	13.0	14.9	6.3
6 to 12 Mos	18.2	18.4	11.6	15.9	17.8	7.7
12 to 18 Mos	21.7	16.7	13.5	15.5	15.3	5.8
18 to 36 Mos	35.0	38.4	30.1	35.7	29.7	14.1
> 36 Mos	8.1	11.5	38.4	19.9	22.3	66.1

Table A-7

## Months in Present Position

	USAFE			CONUS		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
<u>n</u> = 1320	13555	768	9838	42659	22162	
< 6 Mos	29.8	27.3	24.3	26.1	27.5	13.5
6 to 12 Mos	23.8	23.7	23.0	24.4	24.1	14.5
12 to 18 Mos	20.1	17.7	11.8	16.8	15.8	10.1
18 to 36 Mos	21.4	24.8	19.4	25.1	21.8	19.6
> 36 Mos	5.0	6.5	21.4	7.7	10.9	42.3

Table A-8

## Ethnic Group

	<u>n</u> =	USAFE			CONUS		
		Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
	1317		13554	779	10018	42674	22950
White		88.7	70.2	62.9	88.1	73.5	68.8
Hispanic		3.5	6.2	14.5	2.2	5.1	16.5
Other		3.5	6.4	9.0	3.9	6.3	5.3
Black		4.3	17.2	13.6	5.8	15.1	9.4

Table A-9

## Marital Status

	<u>n</u> =	USAFE			CONUS		
		Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
	1326		13624	789	10056	42929	23244
Not Married		21.4	40.1	15.7	21.8	34.5	19.2
Married		77.2	58.2	83.3	76.7	62.9	74.5
Single Parent		1.4	1.6	1.0	1.6	2.5	6.3

Table A-10

Spouse Status: USAFE

	Geographically Separated			Not Geo. Separated		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
<u>n</u> =	44	700	19	980	7232	638
Civilian Employed	50.0	53.6	52.6	21.8	30.6	17.2
Not Employed	18.2	30.6	5.3	67.3	53.4	17.7
Military Member	31.8	15.9	42.1	10.8	16.0	64.1

Table A-11

Spouse Status: CONUS

	Geographically Separated			Not Geo. Separated		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
<u>n</u> =	322	1987	988	7389	25034	16331
Civilian Employed	58.7	60.9	69.4	36.7	42.3	57.2
Not Employed	20.8	24.3	18.0	55.1	44.3	35.4
Military Member	20.5	14.7	12.6	8.1	13.4	7.4

Table A-12

## Educational Level

	USAFE			CONUS		
<u>n</u> =	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
	1322	13604	774	10038	42819	23013
Non HS Grad	0.0	0.8	4.1	0.0	0.8	5.2
HS Grad or GED	0.2	46.4	31.8	0.2	44.4	28.0
< 2 Yrs College	0.1	35.2	25.2	0.3	34.3	23.6
> 2 Yrs College	0.8	14.5	21.1	1.5	16.4	18.2
Bachelors Degree	53.7	2.6	10.7	52.7	3.5	16.2
Masters Degree	33.2	0.4	6.6	37.9	0.6	7.7
Doctoral Degree	12.0	0.1	0.5	7.5	0.0	1.1

Table A-13

## Professional Military Education

	USAFE			CONUS		
<u>n</u> =	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
	1322	13626	782	9869	42847	22424
None	39.0	34.3	84.5	34.6	31.2	78.2
Phase 1 or 2	1.1	31.3	6.1	1.1	29.5	7.4
Phase 3	1.2	18.8	2.6	1.2	18.1	3.4
Phase 4	0.8	9.2	3.3	1.0	12.5	2.9
Sr NCO Academy	0.2	4.0	1.3	0.1	5.2	2.0
Sq Officers Sch	27.3	0.2	0.4	25.8	0.2	1.1
Int Service Sch	21.6	0.1	0.6	13.1	0.1	1.3
Sr Service Sch	8.8	0.1	0.6	13.1	0.1	1.3

Table A-14

## Number People Directly Supervised

	<u>n</u> =	USAFE			CONUS		
		Off (%) 1260	Enl (%) 12317	Civ (%) 659	Off (%) 9447	Enl (%) 38967	Civ (%) 19191
None		34.6	58.3	66.3	43.3	61.2	70.4
1 Person		8.6	7.5	4.1	6.8	7.5	2.8
2 People		8.0	8.5	4.4	6.0	6.8	2.4
3 People		6.6	6.1	3.2	8.1	5.2	2.7
4 to 5 People		13.4	8.6	6.5	13.5	7.5	5.2
6 to 8 People		12.9	4.5	4.9	9.8	4.8	4.5
9 or > People		15.9	6.5	10.6	12.5	7.1	12.0

Table A-15

## Number People for Whom Respondent Writes APR/OER/Appraisal

	<u>n</u> =	USAFE			CONUS		
		Off (%) 1321	Enl (%) 13602	Civ (%) 785	Off (%) 10043	Enl (%) 42883	Civ (%) 23249
None		46.0	64.5	81.8	53.1	67.6	78.9
1 Person		11.1	8.9	1.4	8.5	8.1	2.0
2 People		8.8	9.5	2.8	6.7	7.1	1.8
3 People		6.3	6.6	1.8	7.1	5.2	1.9
4 to 5 People		12.3	7.9	3.4	10.9	6.6	3.8
6 to 8 People		10.5	2.0	3.7	8.2	2.6	3.2
9 or > People		5.1	0.5	5.1	5.4	2.8	8.4

Table A-16

## Supervisor Writes Respondent's APR/OER/Appraisal

		USAFE			CONUS		
	<u>n</u> =	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
	1301		13485	764	9922	42323	22513
Yes		82.9	68.3	65.8	77.5	71.6	78.1
No		10.8	21.4	12.6	14.0	17.1	9.5
Not Sure		6.3	10.3	21.6	8.5	11.3	12.4

Table A-17

## Work Schedule

	n	USAFE			CONUS		
		Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
	1307		13531	779	9962	42540	22786
Day Shift	51.9	53.2	79.2	62.1	64.0	88.5	
Swing Shift	0.3	9.1	7.1	0.2	6.9	3.0	
Mid Shift	0.0	3.5	1.0	0.1	2.4	0.7	
Rotating Shifts	5.7	18.0	4.9	4.6	10.4	4.3	
Irregular Schedule	14.5	14.4	6.9	12.2	11.7	2.1	
A Lot TDY/On-call	8.8	1.4	0.5	7.6	3.0	1.0	
Crew Schedule	18.8	0.5	0.4	13.2	1.5	0.3	

Table A-18

## Supervisor Holds Group Meetings

		USAFE			CONUS	
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
<u>n</u> =	1312	13405	769	9940	42311	22958
Never	4.1	17.4	18.1	6.8	15.2	9.4
Occasionally	18.7	33.2	38.2	23.9	33.8	34.8
Monthly	22.4	5.8	14.6	12.9	10.3	19.1
Weekly	42.3	27.5	25.0	42.6	27.7	30.6
Daily	11.1	14.1	2.0	11.6	10.7	4.4
Continuously	1.4	2.1	2.2	2.2	2.3	1.7

Table A-19

## Supervisor Holds Group Meetings to Solve Problems

		USAFE			CONUS	
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
<u>n</u> =	1303	13306	756	9883	42072	22637
Never	13.6	26.7	27.8	15.7	23.5	24.2
Occasionally	43.0	39.7	38.5	42.3	40.0	45.5
Half the Time	22.2	16.6	16.5	22.0	16.9	15.3
Always	21.3	16.9	17.2	20.0	19.6	15.1

Table A-20

## Aeronautical Rating and Current Status

<u>n</u> =	USAFE		CONUS	
	Off (%)	Enl (%)	Off (%)	Enl (%)
	1322	13562		
Nonrated, not on aircrew	59.1	91.2	63.4	90.4
Nonrated, now on aircrew	0.5	0.9	2.6	2.4
Rated, on crew/ops job	32.7	1.6	24.4	1.6
Rated, in support job	7.8	6.3	9.5	5.6

Table A-21

## Career Intent

<u>n</u> =	USAF			CONUS		
	Off (%)	Enl (%)	Civ (%)	Off (%)	Enl (%)	Civ (%)
	1321	13588	413	10004	42715	20479
Retire 12 Mos	1.0	1.0	4.1	4.0	3.8	6.1
Career	53.1	33.0	36.8	50.0	34.8	52.1
Likely Career	21.8	20.5	21.3	22.2	18.0	23.6
Maybe Career	16.0	22.0	21.8	15.6	20.1	12.2
Likely Separate	5.5	13.8	10.9	5.1	13.8	3.2
Separate	2.6	8.7	5.1	3.1	9.4	2.8

Note: The number (n) is the total number of valid responses for the demographic variable being examined.



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## APPENDIX

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### Appendix B

Comparison of USAFE Personnel to USAF-CONUS Personnel

Table B-1  
Comparison of OAP Factor Scores  
Between USAF Officers and CONUS Officers

----- THE WORK ITSELF -----				
	Mean	<u>SD</u>	<sup>a</sup> <u>df</u>	<u>t</u>
-----				
Job Performance Goals			10748	2.82*
USAF Officers	4.78	0.98		
CONUS Officers	4.70	0.99		
Task Characteristics			1753	8.06***
USAF Officers	5.52	0.85		
CONUS Officers	5.31	0.96		
Task Autonomy			1679	2.33*
USAF Officers	4.64	1.31		
CONUS Officers	4.55	1.36		
Job Related Training			8742	-0.55
USAF Officers	4.66	1.44		
CONUS Officers	4.68	1.49		
-----				

a

Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

\* $p < .05$ .    \*\* $p < .01$ .    \*\*\* $p < .001$ .

Table B-1 (Continued)

JOB ENRICHMENT				
	Mean	SD	<sup>a</sup> df	t
Skill Variety			1762	8.32**
USAFE Officers	5.69	1.18		
CONUS Officers	5.40	1.30		
Task Identity			11057	2.09*
USAFE Officers	5.29	1.18		
CONUS Officers	5.21	1.22		
Task Significance			1848	8.79***
USAFE Officers	6.03	1.09		
CONUS Officers	5.74	1.28		
Job Feedback			11081	4.71***
USAFE Officers	5.02	1.17		
CONUS Officers	4.86	1.18		
Need for Enrichment			10828	0.86
USAFE Officers	6.11	0.86		
CONUS Officers	6.09	0.86		
Job Motivation Index			10136	3.36**
USAFE Officers	132.24	66.39		
CONUS Officers	125.27	67.40		

a

Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

\*p < .05.    \*\*p < .01.    \*\*\*p < .001.

Table B-1 (Continued)

WORK GROUP PROCESS				
	Mean	SD	<sup>a</sup> df	t
Work Support			10694	-1.68***
USAFE Officers	4.23	1.18		
CONUS Officers	4.61	1.08		
Management and Supervision			10451	-2.07*
USAFE Officers	5.24	1.36		
CONUS Officers	5.38	1.34		
Supvy Comm Climate			10239	-1.76
USAFE Officers	4.80	1.42		
CONUS Officers	4.88	1.41		
Orgnl Comm Climate			10319	0.02
USAFE Officers	4.88	1.29		
CONUS Officers	4.88	1.26		
WORK GROUP OUTPUT				
Pride			1750	6.35***
USAFE Officers	5.68	1.30		
CONUS Officers	5.43	1.41		
Advancement/Recognition			10589	4.16***
USAFE Officers	4.69	1.16		
CONUS Officers	4.54	1.19		
Perceived Productivity			10710	-2.25*
USAFE Officers	5.33	1.07		
CONUS Officers	5.37	1.09		
Job Related Satisfaction			10019	-1.21
USAFE Officers	5.33	1.07		
CONUS Officers	5.37	1.09		
General Org Climate			10409	1.68
USAFE Officers	5.25	1.27		
CONUS Officers	5.19	1.25		

<sup>a</sup>

Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

\* $p < .05$ .    \*\* $p < .01$ .    \*\*\* $p < .001$ .

Table B-2  
Comparison of OAP Factor Scores  
Between USAFE Enlisted and CONUS Enlisted

THE WORK ITSELF				
	Mean	<u>SD</u>	<sup>a</sup> <u>df</u>	<u>t</u>
Job Performance Goals			22534	-3.34***
USAFE Enlisted	4.71	0.97		
CONUS Enlisted	4.75	0.98		
Task Characteristics			22034	-5.49***
USAFE Enlisted	5.00	0.99		
CONUS Enlisted	5.05	1.01		
Task Autonomy			54099	-12.64***
USAFE Enlisted	3.71	1.42		
CONUS Enlisted	3.89	1.42		
Job Related Training			53166	-14.42***
USAFE Enlisted	4.32	1.58		
CONUS Enlisted	4.55	1.58		

<sup>a</sup>

Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

\*p < .05.    \*\*p < .01.    \*\*\*p < .001.

Table B-2 (Continued)

JOB ENRICHMENT				
	Mean	SD	<sup>a</sup> df	<u>t</u>
Skill Variety			65584	-3.66***
USAFE Enlisted	4.56	1.45		
CONUS Enlisted	4.61	1.46		
Task Identity			55657	-4.24
USAFE Enlisted	5.02	1.30		
CONUS Enlisted	5.07	1.25		
Task Significance			55981	-0.95
USAFE Enlisted	5.69	1.31		
CONUS Enlisted	5.70	1.32		
Job Feedback			55818	-8.38***
USAFE Enlisted	4.68	1.29		
CONUS Enlisted	4.79	1.29		
Need for Enrichment			54220	-4.31***
USAFE Enlisted	5.43	1.24		
CONUS Enlisted	5.48	1.24		
Job Motivation Index			21538	-13.61***
USAFE Enlisted	94.39	59.67		
CONUS Enlisted	103.02	64.08		

a

Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

\* $p < .05$ .    \*\* $p < .01$ .    \*\*\* $p < .001$ .

Table B-2 (Continued)

WORK GROUP PROCESS				
	Mean	SD	<sup>a</sup> df	<u>t</u>
Work Support			54406	-21.58***
USAFE Enlisted	4.35	1.12		
CONUS Enlisted	4.59	1.13		
Management and Supervision			20914	-11.05***
USAFE Enlisted	4.78	1.58		
CONUS Enlisted	4.96	1.56		
Supvy Comm Climate			52964	-14.33***
USAFE Enlisted	4.36	1.64		
CONUS Enlisted	4.60	1.62		
Orgnl Comm Climate			51866	-17.97***
USAFE Enlisted	4.22	1.31		
CONUS Enlisted	4.46	1.31		

a

Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

\* $p < .05$ .    \*\* $p < .01$ .    \*\*\* $p < .001$ .

Table B-2 (Continued)

WORK GROUP OUTPUT				
	Mean	SD	<sup>a</sup> df	t
Pride			55485	-11.10***
USAFE Enlisted	4.78	1.64		
CONUS Enlisted	4.96	1.65		
Advancement/Recognition			22136	-5.00***
USAFE Enlisted	4.22	1.18		
CONUS Enlisted	4.28	1.20		
Perceived Productivity			20786	-10.32***
USAFE Enlisted	5.37	1.27		
CONUS Enlisted	5.51	1.22		
Job Related Satisfaction			48963	-18.77***
USAFE Enlisted	4.79	1.23		
CONUS Enlisted	5.03	1.21		
General Org Climate			51879	-22.95***
USAFE Enlisted	4.19	1.40		
CONUS Enlisted	4.52	1.39		

a

Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

\* $p < .05$ .    \*\* $p < .01$ .    \*\*\* $p < .001$ .



Table B-3  
Comparison of OAP Factor Scores  
Between USAFE Civilians and CONUS Civilians

THE WORK ITSELF				
	Mean	SD	<sup>a</sup> df	t
Job Performance Goals			22193	-0.11
USAFL Civilians	4.85	0.97		
CONUS Civilians	4.85	1.00		
Task Characteristics			780	-3.18*
USAFL Civilians	5.19	1.00		
CONUS Civilians	5.31	0.95		
Task Autonomy			.801	-1.73
USAFL Civilians	4.48	1.43		
CONUS Civilians	4.58	1.35		
Job Related Training			20793	-0.49
USAFL Civilians	4.44	1.67		
CONUS Civilians	4.47	1.67		

<sup>a</sup>

Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

\* $p < .05$ .    \*\* $p < .01$ .    \*\*\* $p < .001$ .

Table B-3 (Continued)

JOB ENRICHMENT				
	Mean	SD	<sup>a</sup> df	t
Skill Variety			816	-8.11***
USAFE Civilians	4.65	1.49		
CONUS Civilians	5.00	1.36		
Task Identity			22873	-2.05*
USAFE Civilians	5.25	1.20		
CONUS Civilians	5.71	1.26		
Task Significance			22922	-0.17
USAFE Civilians	5.71	1.27		
CONUS Civilians	5.71	1.26		
Job Feedback			22925	-0.03
USAFE Civilians	5.05	1.29		
CONUS Civilians	5.05	1.27		
Need for Enrichment			22139	-0.67
USAFE Civilians	5.67	1.21		
CONUS Civilians	5.70	1.18		
Job Motivation Index			20519	-1.79
USAFE Civilians	126.01	73.44		
CONUS Civilians	130.94	70.18		

<sup>a</sup>

Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

\*p < .05.    \*\*p < .01.    \*\*\*p < .001.

Table B-3 (Continued)

WORK GROUP PROCESS				
	Mean	SD	<sup>a</sup> df	t
Work Support			784	-3.83***
USAFE Civilians	4.49	1.21		
CONUS Civilians	4.67	1.11		
Management and Supervision			773	-3.06*
USAFE Civilians	4.78	1.74		
CONUS Civilians	4.98	1.63		
Supvy Comm Climate			21517	-2.02*
USAFE Civilians	4.44	1.75		
CONUS Civilians	4.57	1.70		
Orgnl Comm Climate			21226	1.32
USAFE Civilians	4.67	1.39		
CONUS Civilians	4.59	1.41		
WORK GROUP OUTPUT				
Pride			22851	-3.35***
USAFE Civilians	5.24	1.49		
CONUS Civilians	5.42	1.45		
Advancement/Recognition			21288	-0.23
USAFE Civilians	3.77	1.32		
CONUS Civilians	3.78	1.34		
Perceived Productivity			22082	-2.91**
USAFE Civilians	5.50	1.25		
CONUS Civilians	5.64	1.25		
Job Related Satisfaction			733	-1.86
USAFE Civilians	5.33	1.15		
CONUS Civilians	5.42	1.08		
General Org Climate			21158	-0.22
USAFE Civilians	4.76	1.39		
CONUS Civilians	4.77	1.39		

<sup>a</sup>

Approximate degrees of freedom are given when t-test for groups with unequal variances is used.

\* $p < .05$ .    \*\* $p < .01$ .    \*\*\* $p < .001$ .

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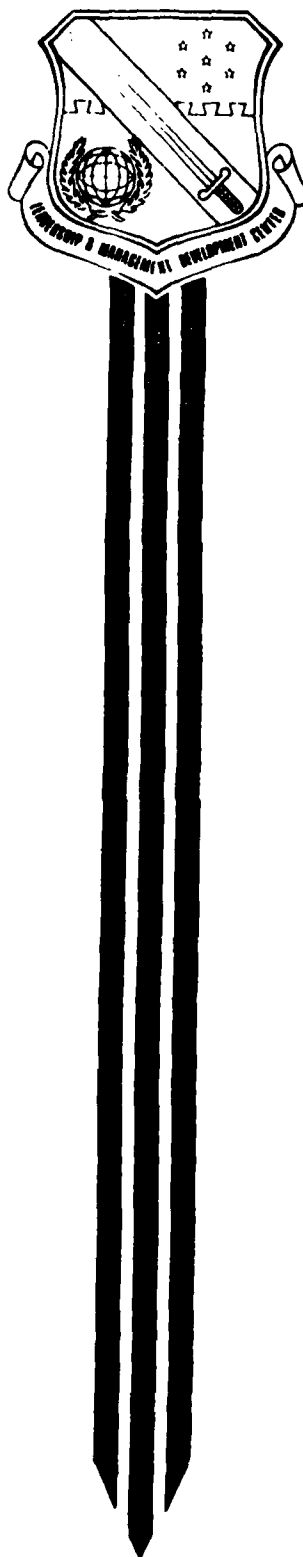
## APPENDIX

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### Appendix C

#### Organizational Assessment Package Survey-Factors and Variables



# **ORGANIZATIONAL ASSESSMENT PACKAGE SURVEY**

## **FACTORS AND VARIABLES**

**JANUARY 1986**

**LEADERSHIP AND MANAGEMENT DEVELOPMENT CENTER  
AIR UNIVERSITY**  
Maxwell Air Force Base Alabama 36112-5712

# FACTORS AND VARIABLES OF THE ORGANIZATIONAL ASSESSMENT PACKAGE

The OAP is a 109-item survey questionnaire designed jointly by the Air Force Human Resources Laboratory and the Leadership and Management Development Center (LMDC) and is used to aid LMDC in its missions to: (a) conduct research on Air Force systemic issues using information in the OAP database, (b) provide leadership and management training, and (c) provide management consultation service to Air Force commanders upon request.

Allowable responses to the attitudinal items on the survey range from 1 (low) to 7 (high). The attitudinal items are grouped into 25 factors that address such areas as the job itself, management and supervision, communications, and performance in the organization. Each data record consists of 7 externally coded descriptors and 24 demographic items as well as the responses to the 93 attitudinal items.

The factors measured by the OAP are grouped into a systems model to assess three aspects of a work group: input, process, and output (adapted from McGrath's model).

Input. In LMDC's adaptation of the model, input is comprised of demographics, work itself, and job enrichment.

A. Demographics. Descriptive or background information about the respondents to the OAP survey.

B. Work Itself. The work itself has to do with the task properties (technologies) and environmental conditions of the job. It assesses the patterns of characteristics members bring to the group or organization, and patterns of differentiation and integration among position and roles. The following OAP factors measure the work itself:

- 806 - Job Desires (Need For Enrichment)
- 810 - Job Performance Goals
- 812 - Task Characteristics
- 813 - Task Autonomy
- 814 - Work Repetition
- 816 - Desired Repetitive Easy Tasks
- 823 - Job Related Training
- Job Influences (not a statistical factor)

C. Job Enrichment. Measures the degree to which the job itself is interesting, meaningful, challenging, and responsible. The following OAP factors measure job enrichment:

- 800 - Skill Variety
- 801 - Task Identity
- 802 - Task Significance
- 804 - Job Feedback
- 806 - Need for Enrichment Index (Job Desires)
- 807 - Job Motivation Index

- 808 - QJI Total Score
- 809 - Job Motivation Index - Additive
- 825 - Motivation Potential Score

Work Group Process. The work group assesses the pattern of activity and interaction among the group members. The following OAP factors measures leadership and the work group process:

- 805 - Performance Barriers/Blockages (Work Support)
- 818 - Management and Supervision
- 819 - Supervisory Communications Climate
- 820 - Organizational Communications Climate
- Work Interferences (not a statistical factor)
- Supervisory Assistance (not a statistical factor)

Work Group Output. Measures task performance, group development, and effects on group members. Assesses the quantity and quality of task performance and alteration of the group's relation to the environment. Assesses changes in positions and role patterns, and in the development of norms. Assesses changes on skills and attitudes, and effects on adjustment. The following OAP factors measure the work group output:

- 811 - Pride
- 817 - Advancement/Recognition
- 821 - Work Group Effectiveness (Perceived Productivity)
- 822 - Job Related Satisfaction
- 824 - General Organizational Climate

## EXTERNALLY CODED DESCRIPTORS

Batch Number  
Julian Date of Survey  
Major Command  
Base Code  
Consultation Method  
Consultant Code  
Survey Version

(Note: These items are concatenated to each data record during EDP processing.)

DEMOGRAPHIC ITEMS (NOT A STATISTICAL FACTOR)

Variable Number	Statement Number	Statement
-	-	Supervisor's Code
-	-	Work Group Code
-	-	Sex
-	-	Your age is
-	-	You are (officer, enlisted, GS, etc.)
-	-	Your pay grade is
-	-	Primary AFSC
-	-	Duty AFSC
001	-	(Not used)
002	-	(Not used)
003	1	Total years in the Air Force:
		1. Less than 1 year
		2. More than 1 year, less than 2 years
		3. More than 2 years, less than 3 years
		4. More than 3 years, less than 4 years
		5. More than 4 years, less than 5 years
		6. More than 5 years

(Note: The above items are on the response sheet.)

Variable Number	Statement Number	Statement
004	2	Total months in present career field:
		1. Less than 1 month, less than 6 months
		2. More than 1 month, less than 12 months
		3. More than 12 months, less than 18 months
		4. More than 18 months, less than 24 months
		5. More than 24 months, less than 36 months
		6. More than 36 months
005	3	Total months at this station:
		1. Less than 1 month, less than 6 months
		2. More than 1 month, less than 12 months
		3. More than 12 months, less than 18 months
		4. More than 18 months, less than 24 months
		5. More than 24 months, less than 36 months
		6. More than 36 months
006	4	Total months in present position:
		1. Less than 1 month, less than 6 months
		2. More than 1 month, less than 12 months
		3. More than 12 months, less than 18 months
		4. More than 18 months, less than 24 months
		5. More than 24 months, less than 36 months
		6. More than 36 months
007	5	Your Ethnic Group is:
		1. American Indian or Alaskan Native
		2. Asian or Pacific Islander
		3. Black, not of Hispanic Origin
		4. Hispanic
		5. White, not of Hispanic Origin
		6. Other
008	11	Which of the following "best" describes your marital status?
		Q. Not married.
		1. Married: Spouse is a civilian employed outside home.
		2. Married: Spouse is a civilian employed outside home - geographically separated.
		3. Married: Spouse not employed outside home.
		4. Married: Spouse not employed outside home - geographically separated.
		5. Married: Spouse is a military member - geographically separated.
		6. Married: Spouse is a military member - geographically separated.
		7. Single parent.

Variable Number	Statement Number	Statement	Variable Number	Statement Number	Statement
009	6	Your highest education level obtained is:	014	11	Your work requires you to work primarily:
		1. Non-high school graduate			1. Alone
		2. High school graduate or GED			2. With one or two people
		3. Less than two years college			3. As a small work group (3-5 people)
		4. Two years or more college			4. As a large work group (6 or more people)
		5. Bachelors Degree			5. Other
		6. Masters Degree			
		7. Doctoral Degree			
010	7	Highest level of professional military education (residence or correspondence):	015	12	What is your usual work schedule?
		0. None or not applicable			1. Day shift, normally stable hours
		1. MCO Orientation Course or USAF Supervisor Course (MCO Phase 1 or 2)			2. Swing shift (about 1800-2400)
		2. MCO Leadership School (MCO Phase 3)			3. Mid shift (about 2400-0600)
		3. MCO Academy (MCO Phase 4)			4. Rotating shift schedule
		4. Senior MCO Academy (MCO Phase 5)			5. Day or shift work with irregular/unstable hours
		5. Squadron Officer School			6. Frequent TDY/travel or frequently on-call to report to work
		6. Intermediate Service School (i.e., ACSC, AFSC)			7. Crew schedule
		7. Senior Service School (i.e., IAC, ICJF, WSC)	016	13	How often does your supervisor hold group meetings?
011	8	How many people do you directly supervise?			1. Never
		1. None			2. Occasionally
		2. 1			3. Monthly
		3. 2			4. Weekly
		4. 3			5. Daily
					6. Continuously
012	9	For how many people do you write performance reports?	017	14	How often are group meetings used to solve problems and establish goals?
		1. None			1. Never
		2. 1			2. Occasionally
		3. 2			3. About half the time
		4. 3			4. All of the time
013	10	Does your supervisor actually write your performance report?	018	15	What is your aeronautical rating and current status?
		1. Yes			1. Nonrated, not on aircrew
		2. No			2. Nonrated, now on aircrew
		3. Not sure			3. Rated, in crew/operations job
					4. Rated, in support job



Variable  
Number

019

Statement

16

Which of the following best describes your career or employment intentions?

1. Planning to retire in the next 12 months
2. Will continue in/with the Air Force as a career
3. Will most likely continue in/with the Air Force
4. May continue in/with the Air Force
5. Will most likely not make the Air Force a career
6. Will separate/terminate from the Air Force as soon as possible

NOTE: Variable 006, Statement 11 was added to the OAP on 19 Jan 80 and replaced variable 014 which appears on page 6. Although no longer used, Variable 014 is still shown because data collected from about 25,000 samples for this variable are still in the data base.

## FACTORS

Each 800 series factor consists of two or more variables which correspond to statements in the OAP. A mean score can be derived for each factor except 805, 807, 808, 809 and 825 by using a "straight average." The formula for computing the exceptions is indicated.

**FACTOR 800 - SKILL VARIETY:** Measures the degree to which a job requires a variety of different tasks or activities in carrying out the work; involves the use of a number of different skills and talents of the worker; skills required are valued by the worker.

Variable Number	Statement Number	Statement
201	17	To what extent does your job require you to do many different things, using a variety of your talents and skills?
212	29	To what extent does your job require you to use a number of complex skills?

**FACTOR 801 - TASK IDENTITY:** Measures the degree to which the job requires completion of a "whole" and identifiable piece of work from beginning to end.

Variable Number	Statement Number	Statement
202	18	To what extent does your job involve doing a whole task or unit of work?
211	28	To what extent does your job provide you with a chance to finish completely the piece of work you have begun?

**FACTOR 802 - TASK SIGNIFICANCE:** Measures the degree to which the job has a substantial impact on the lives or work of others; the importance of the job.

Variable Number	Statement Number	Statement
203	19	To what extent is your job significant in that it affects others in some important way?
210	27	To what extent does doing your job well affect a lot of people?

**FACTOR 803 (NOT USED)**

**FACTOR 804 - JOB FEEDBACK:** Measures the degree to which carrying out the work activities required by the job results in the worker obtaining clear and direct information about job outcomes or information on good and poor performance.

Variable Number	Statement Number	Statement
272	22	To what extent are you able to determine how well you are doing your job without feedback from anyone else?
209	26	To what extent does your job provide the chance to know for yourself when you do a good job, and to be responsible for your own work?

**FACTOR 805 - WORK SUPPORT:** Measures the degree to which work performance is hindered by additional duties, details, inadequate tools, equipment, or work space.

Variable Number	Statement Number	Statement
206	23	To what extent do additional duties interfere with the performance of your primary job?
207	24	To what extent do you have adequate tools and equipment to accomplish your job?
208	25	To what extent is the amount of work space provided adequate?

Formula (18-206+207+208)/3

**FACTOR 806 - NEED FOR ENRICHMENT INDEX (JOB DESIRES):** Has to do with job related characteristics (autonomy, personal growth, use of skills, etc.) that the individual would like in a job.

Variable Number	Statement Number	Statement
		(In my job, I would like to have the characteristics described--from "not at all" to "an extremely large amount")
249	51	Opportunities to have independence in my work.
250	52	A job that is meaningful.
251	53	The opportunity for personal growth in my job.
252	54	Opportunities in my work to use my skills.
253	55	Opportunities to perform a variety of tasks.

**FACTOR 807 - JOB MOTIVATION INDEX:** A composite index derived from the six job characteristics that reflects the overall "motivating potential" of a job; the degree to which a job will prompt high internal work motivation on the part of job incumbents.

Index is computed using the following factors:

800	Skill variety
801	Task identity
802	Task significance
805	Performance barriers/blockages
813	Task autonomy
804	Job feedback

Formula ( (800+801+802+805)/4 ) \* 813 = 806

**FACTOR 808 - QJI TOTAL SCORE:** Assesses one's perception of motivation provided by his or her job. This factor is a variation of a scale employed by other job motivation theorists.

Score is computed using the variables in the following formula:

Formula (V201+V202+V203+V270+V271+V272  
+8-V206+V207+V208+V209+V210  
+V211+V212+V213)

FACTOR 809 - JOB MOTIVATION INDEX ---- ADDITIVE: This factor is a variation of a scale employed by other job motivation theorists.

Index is computed using the following factors:

800	Stimuli variety
801	Task identity
802	Task significance
803	Performance barriers/blockages
804	Task autonomy
805	Work repetition

Formula:  $(800+801+802+803+804)/5$

FACTOR 810 - JOB PERFORMANCE GOALS: Measures the extent to which job performance goals are clear, specific, realistic, understandable, and challenging.

Variable Number	Statement Number	Statement
217	34	To what extent do you know exactly what is expected of you in performing your job?
218	35	To what extent are your job performance goals difficult to accomplish?
219	36	To what extent are your job performance goals clear?
220	37	To what extent are your job performance goals specific?
221	38	To what extent are your job performance goals realistic?

FACTOR 811 - PRIDE: Measures the pride in one's work.

Variable Number	Statement Number	Statement
215	32	To what extent are you proud of your job?
216	46	To what extent does your work give you a feeling of pride?

11

FACTOR 812 - TASK CHARACTERISTICS: A combination of skill variety, task identity, task significance, and job feedback designed to measure several aspects of one's job.

Variable Number	Statement Number	Statement
201	17	To what extent does your job require you to do many different things, using a variety of your talents and skills?
202	18	To what extent does your job involve doing a whole task or unit of work?
203	19	To what extent is your job significant, in that it affects others in some important way?
204	22	To what extent are you able to determine how well you are doing your job without feedback from anyone else?
205	26	To what extent does your job provide the chance to know for yourself when you do a good job, and to be responsible for your own work?
206	27	To what extent does doing your job well affect a lot of people?
207	28	To what extent does your job provide you with a chance to finish completely the piece of work you have begun?
208	29	To what extent does your job require you to use a number of complex skills?

FACTOR 813 - TASK AUTONOMY: Measures the degree to which the job provides freedom to do the work as one sees fit; discretion in scheduling, decision making, and means for accomplishing a job.

Variable Number	Statement Number	Statement
210	20	To what extent does your job provide a great deal of freedom and independence in scheduling your work?
211	21	To what extent does your job provide a great deal of freedom and independence in selecting your own procedures to accomplish it?
212	30	To what extent does your job give you freedom to do your work as you see fit?
213	31	To what extent are you allowed to make the major decisions required to perform your job well?

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**FACTOR 814 - WORK REPETITION:** Measures the extent to which one performs the same tasks or faces the same type of problems in his or her job on a regular basis.

Variable Number	Statement Number	Statement
226	39	To what extent do you perform the same tasks repeatedly within a short period of time?
227	40	To what extent are you faced with the same type of problem on a weekly basis?

#### FACTOR 815 (NOT USED)

**FACTOR 816 - DESIRED REPETITIVE EASY TASKS:** Measures the extent to which one desires his or her job involve repetitive tasks or tasks that are easy to accomplish.

Variable Number	Statement Number	Statement
255	56	A job in which tasks are repetitive.
258	57	A job in which tasks are relatively easy to accomplish.

#### FACTOR - JOB INFLUENCES (NOT A STATISTICAL FACTOR):

Variable Number	Statement Number	Statement
216	33	To what extent do you feel accountable to your supervisor in accomplishing your job?
238	42	To what extent do co-workers in your work group maintain high standards of performance?

**FACTOR 817 - ADVANCEMENT/RECOGNITION:** Measures one's awareness of advancement and recognition, and feelings of being prepared (i.e., learning new skills for promotion).

Variable Number	Statement Number	Statement
234	41	To what extent are you aware of promotion/advancement opportunities that affect you?
239	43	To what extent do you have the opportunity to progress up your career ladder?

240	44	To what extent are you being prepared to accept increased responsibility?
241	45	To what extent do people who perform well receive recognition?
276	47	To what extent do you have the opportunity to learn skills which will improve your promotion potential?

**FACTOR 818 - MANAGEMENT AND SUPERVISION (A):** Measures the degree to which the worker has high performance standards and good work procedures. Measures support and guidance received, and the overall quality of supervision.

Variable Number	Statement Number	Statement
404	58	My supervisor is a good planner.
405	59	My supervisor sets high performance standards.
410	60	My supervisor encourages teamwork.
411	61	My supervisor represents the group at all times.
412	62	My supervisor establishes good work procedures.
413	63	My supervisor has made his responsibilities clear to the group.
445	64	My supervisor fully explains procedures to each group member.
416	65	My supervisor performs well under pressure.

#### FACTOR - MANAGEMENT AND SUPERVISION (B): (NOT A STATISTICAL FACTOR)

Variable Number	Statement Number	Statement
424	66	My supervisor takes time to help me when needed.
434	71	My supervisor lets me know when I am doing a poor job.
439	75	When I need technical advice, I usually go to my supervisor.

**FACTOR 819 - SUPERVISORY COMMUNICATIONS CLIMATE:** Measures the degree to which the worker perceives that there is good rapport with supervisors, that there is a good working environment, that innovation for task improvement is encouraged, and that rewards are based upon performance.

Variable Number	Statement Number	Statement
426	67	My supervisor asks members for their ideas on task improvements.
428	68	My supervisor explains how my job contributes to the overall mission.
431	69	My supervisor helps me set specific goals.
433	70	My supervisor lets me know when I am doing a good job.
435	72	My supervisor always helps me improve my performance.
436	73	My supervisor insures that I get job related training when needed.
437	74	My job performance has improved due to feedback received from my supervisor.
442	76	My supervisor frequently gives me feedback on how well I am doing my job.

**FACTOR 820 - ORGANIZATIONAL COMMUNICATIONS CLIMATE:** Measures the degree to which the worker perceives that there is an open communications environment in the organization, and that adequate information is provided to accomplish the job.

Variable Number	Statement Number	Statement
300	82	Ideas developed by my work group are readily accepted by management personnel above my supervisor.
301	83	My organization provides all the necessary information for me to do my job effectively.
302	84	My organization provides adequate information to my work group.
303	85	My work group is usually aware of important events and situations.
304	86	My complaints are aired satisfactorily.
309	91	The information in my organization is widely shared so that those needing it have it available.

15

314	96	My organization has clear-cut goals.
317	99	The goals of my organization are reasonable.
318	100	My organization provides accurate information to my work group.

**FACTOR 821 - WORK GROUP EFFECTIVENESS:** Measures one's view of the quantity, quality, and efficiency of work generated by his or her work group.

Variable Number	Statement Number	Statement
259	77	The quantity of output of your work group is very high.
260	78	The quality of output of your work group is very high.
261	79	When high priority work arises, such as short suspenses, crash programs, and schedule changes, the people in my work group do an outstanding job in handling these situations.
264	80	Your work group always gets maximum output from available resources (e.g., personnel and material).
265	81	Your work group's performance in comparison to similar work groups is very high.

**FACTOR - WORK INTERFERENCES (NOT A STATISTICAL FACTOR):** Identifies things that impede an individual's job performance.

Variable Number	Statement Number	Statement
277	48	To what extent do you have the necessary supplies to accomplish your job?
278	49	To what extent do details (task not covered by primary or additional duty descriptions) interfere with the performance of your primary job?
279	50	To what extent does a bottleneck in your organization seriously affect the flow of work either to or from your group?

16

**FACTOR 822 - JOB RELATED SATISFACTION:** Measures the degree to which the worker is generally satisfied with factors surrounding the job.

Variable Number	Statement Number	Statement
705	101	<u>Feeling of Helpfulness</u> The chance to help people and improve their welfare through the performance of my job. The importance of my job performance to the welfare of others.
709	102	<u>Co-worker Relationships</u> My amount of effort compared to the effort of my co-workers, the extent to which my co-workers share the load, and the spirit of teamwork which exists among my co-workers.
710	103	<u>Family Attitude Toward Job</u> The recognition and the pride my family has in the work I do.
717	106	<u>Work Schedule</u> My work schedule; flexibility and regularity of my work schedule; the number of hours I work per week.
718	107	<u>Job Security</u>
719	108	<u>Acquired Valuable Skills</u> The chance to acquire valuable skills in my job which prepare me for future opportunities
723	109	<u>My Job as a Whole</u>

**FACTOR 823 - JOB RELATED TRAINING:** Measures the extent to which one is satisfied with on-the-job and technical training received.

Variable Number	Statement Number	Statement
711	104	<u>On-the-Job Training (OJT)</u> The OJT instructional methods and instructors' competence.
712	105	<u>Technical Training (Other than OJT)</u> The technical training I have received to perform my current job.

17

**FACTOR 824 - GENERAL ORGANIZATIONAL CLIMATE:** Measures the individual's perception of his or her organizational environment as a whole (i.e. spirit of teamwork, communications, organizational pride, etc.).

Variable Number	Statement Number	Statement
305	87	My organization is very interested in the attitudes of the group members toward their jobs.
306	88	My organization has a very strong interest in the welfare of its people.
307	89	I am very proud to work for this organization.
308	90	I feel responsible to my organization in accomplishing its mission.
310	92	Personnel in my unit are recognized for outstanding performance.
311	93	I am usually given the opportunity to show or demonstrate my work to others.
312	94	There is a high spirit of teamwork among my co-workers.
313	95	There is outstanding cooperation between work groups of my organization.
315	97	I feel motivated to contribute my best efforts to the mission of my organization.
316	98	My organization rewards individuals based on performance.

**FACTOR 825 - MOTIVATION POTENTIAL SCORE:** This factor is another variation of a scale employed by other job motivation theorists. The score ranges between 1 and 343 with 109 being the Air Force average. Low scores indicate a poorly motivating job. Score is computed using the following factors:

800	Skill variety
801	Task identity
802	Task significance
804	Job feedback
813	Task autonomy

Formula:  $(800+801+802/3)*813/804$

18

# VARIABLES

Variable Number	Factor	Statement Number
201	800/812	17
202	801/812	18
203	802/812	19
204 & 205	--	--
206	805	23
207	805	24
208	805	25
209	804/812	26
210	802/812	27
211	801/812	28
212	800/812	29

Statement
To what extent does your job require you to do many different things, using a variety of your talents and skills?
To what extent does your job involve doing a <u>whole</u> task or unit of work?
To what extent is your job significant, in that it affects others in some important way?
(Not used)
To what extent do additional duties interfere with the performance of your primary job?
To what extent do you have adequate tools and equipment to accomplish your job?
To what extent is the amount of work space provided adequate?
To what extent does your job provide the chance to know for yourself when you do a good job, and to be responsible for your own work?
To what extent does doing your job well affect a lot of people?
To what extent does your job provide you with a chance to finish completely the piece of work you have begun?
To what extent does your job require you to use a number of complex skills?

19

Variable Number	Factor	Statement Number
213	813	30
214	813	31
215	811	32
216*	--	33
217	810	34
218	810	35
219 & 220	--	--
221	810	38
222-225	--	--
226	814	39
227	814	40

Statement
To what extent does your job give you freedom to do your work as you see fit?
To what extent are you allowed to make the major decisions required to perform your job well?
To what extent are you proud of your job?
To what extent do you feel accountable to your supervisor in accomplishing your job?
To what extent do you know exactly what is expected of you in performing your job?
To what extent are your job performance goals difficult to accomplish?
(Not used)
To what extent are your job performance goals realistic?
(Not used)
To what extent do you perform the same tasks repeatedly within a short period of time?
To what extent are you faced with the same type of problem on a weekly basis?

\* This variable is an element of "job influences" (not a statistical factor).

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Variable Number	Factor	Statement Number
220-233	--	--
234	817	41
235-237	--	--
238*	--	42
239	817	43
240	817	44
241	817	45
242-248	--	--
249	806	51
250	806	52
251	806	53
252	806	54
253	806	55
254	--	--
255	816	56

(Not used)

To what extent are you aware of promotion/advancement opportunities that affect you?

(Not used)

To what extent do co-workers in your work group maintain high standards of performance?

To what extent do you have the opportunity to progress up your career ladder?

To what extent are you being prepared to accept increased responsibility?

To what extent do people who perform well receive recognition?

(Not used)

Opportunities to have independence in my work?

A job that is meaningful.

The opportunity for personal growth in my job.

Opportunities in my work to use my skills.

Opportunities to perform a variety of tasks.

(Not used)

A job in which tasks are repetitive.

\* This variable is an element of "job influences" (not a statistical factor).

Variable Number	Factor	Statement Number
256 & 257	--	--
258	816	57
259	821	77
260	821	78
261	821	79
262 & 263	--	--
264	821	80
265	821	81
266-269	--	--
270	813	20
271	813	21
272	804/812	22

(Not used)

A job in which tasks are relatively easy to accomplish.

The quantity of output of your work group is very high.

The quality of output of your work group is very high.

When high priority work arises, such as short suspenses, crash programs, and schedule changes, the people in my work group do an outstanding job in handling these situations.

(Not used)

Your work group always gets maximum output from available resources (e.g., personnel and material).

Your work group's performance in comparison to similar work groups is very high.

(Not used)

To what extent does your job provide a great deal of freedom and independence in scheduling your work?

To what extent does your job provide a great deal of freedom and independence in selecting your own procedures to accomplish it?

To what extent are you able to determine how well you are doing your job without feedback from anyone else?



Variable Number	Factor	Statement Number
-----------------	--------	------------------

273	810	36	To what extent are your job performance goals clear?
274	810	37	To what extent are your job performance goals specific?
275	811	46	To what extent does your work give you a feeling of pride?
276	817	47	To what extent do you have the opportunity to learn skills which will improve your promotion potential?
277**	--	48	To what extent do you have the necessary supplies to accomplish your job?
278**	--	49	To what extent do details (task not covered by primary or additional duty descriptions) interfere with the performance of your primary job?
279**	--	50	To what extent does a bottleneck in your organization seriously affect the flow of work either to or from your group?
280-299	--	--	(Not used)
300	820	82	Ideas developed by my work group are readily accepted by management personnel above my supervisor.
301	820	83	My organization provides all the necessary information for me to do my job effectively.
302	820	84	My organization provides adequate information to my work group.

\*\* These variables are elements of "work interferences" (not a statistical factor).

Variable Number	Factor	Statement Number
-----------------	--------	------------------

303	820	85	My work group is usually aware of important events and situations.
304	820	86	My complaints are aired satisfactorily.
305	824	87	My organization is very interested in the attitudes of the group members toward their jobs.
306	824	88	My organization has a very strong interest in the welfare of its people.
307	824	89	I am very proud to work for this organization.
308	824	90	I feel responsible to my organization in accomplishing its mission.
309	820	91	The information in my organization is widely shared so that those needing it have it available.
310	824	92	Personnel in my unit are recognized for outstanding performance.
311	824	93	I am usually given the opportunity to show or demonstrate my work to others.
312	824	94	There is a high spirit of teamwork among my co-workers.
313	824	95	There is outstanding cooperation between work groups of my organization.

Variable Number	Factor	Statement Number
314	820	96
315	824	97
316	824	98
317	820	99
318	820	100
319-403	--	--
404	818	58
405	818	59
406-409	--	--
410	818	60
411	818	61
412	818	62
413	818	63
414 & 415	--	--
416	818	65
417-423	--	--
424---	--	66
425	--	--

--- This variable is an element of "supervisory assistance" (not a statistical factor).

25

Variable Number	Factor	Statement Number
426	819	67
427	--	--
428	819	68
429 & 430	--	--
431	819	69
432	--	--
433	819	70
434---	--	71
435	819	72
436	819	73
437	819	74
438	--	--
439---	--	75
440 & 441	--	--
442	819	76
443 & 444	--	--
445	818	64
446-704	--	--

--- These variables are elements of "supervisory assistance" (not a statistical factor).

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Statement
My supervisor asks members for their ideas on task improvements.
(Not used)
My supervisor explains how my job contributes to the overall mission.
(Not used)
My supervisor helps me set specific goals.
(Not used)
My supervisor lets me know when I am doing a good job.
My supervisor lets me know when I am doing a poor job.
My supervisor always helps me improve my performance.
My supervisor insures that I get job related training when needed.
My job performance has improved due to feedback received from my supervisor.
(Not used)
When I need technical advice, I usually go to my supervisor.
(Not used)
My supervisor frequently gives me feedback on how well I am doing my job.
(Not used)
My supervisor fully explains procedures to each group member.
(Not used)

Variable Number	Factor	Statement Number	Statement
705	822	101	<u>Feeling of Helpfulness</u> The chance to help people and improve their welfare through the performance of my job. The importance of my job performance to the welfare of others.
706-708	--	--	(Not used)
709	822	102	<u>Co-worker Relationships</u> My amount of effort compared to the effort of my co-workers, the extent to which my co-workers share the load, and the spirit of teamwork which exists among my co-workers.
710	822	103	<u>Family Attitude Toward Job</u> The recognition and the pride my family has in the work I do.
711	823	104	<u>On-the-Job Training (OJT)</u> The OJT instructional methods and instructors' competence.
712	823	105	<u>Technical Training (Other than OJT)</u> The technical training I have received to perform my current job.
713-716	--	--	(Not used)
717	822	106	<u>Work Schedule</u> My work schedule; flexibility and regularity of my work schedule; the number of hours I work per week.
718	822	107	<u>Job Security</u>
719	822	108	<u>Acquired Valuable Skills</u> The chance to acquire valuable skills in my job which prepare me for future opportunities.
720-722	--	--	(Not used)
723	822	109	<u>My Job as a Whole</u>
724-999	--	--	(Not used)

END

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